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Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development

Written statement* submitted by the Maat for Peace, Development and Human Rights Association, a non-governmental organization in special consultative status

The Secretary-General has received the following written statement which is circulated in accordance with Economic and Social Council resolution 1996/31.

[22 August 2018]

* Issued as received, in the language(s) of submission only.

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The possible synergies of the World Programme for HR Education with 2030 Agenda

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Preface

Human rights education represents a life-long process, develops knowledge and skills, and promotes attitudes and behaviors for the respect of human rights. This definition is spearheaded by the World Program for Human Rights Education, a global initiative of the UN, which since 2005 has encouraged concrete measures to include human rights education in various sectors.

Human rights education contributes to the preservation of the dignity of all human beings and to the establishment of societies in which human rights are valued and respected, and the Office of the United Nations High Commissioner for Human Rights and the United Nations Educational, Scientific and Cultural Organization (UNESCO) continue to work closely with each other and with other United Nations agencies and international and regional organizations to coordinate the support provided to member states and other parties for the application of human rights education.

On the 10th of December 2004, the General Assembly of the United Nations announced its Global Program for Human Rights Education under General Assembly resolution 59/113, through which the Office of the United Nations High Commissioner for Human Rights (OHCHR) coordinates the global program.

The program seeks to develop a common understanding of the basic principles and methodologies for human rights education. It provides a specific framework for action and strengths partnerships and cooperation from the international to national levels.

The World Programme for HR Education

The objectives of the World Program are as follows:

•Promoting the development of a culture of human rights.

•Work towards a common understanding of basic principles and methodologies for human rights education, based on international charters.

•Ensure a focus on human rights education at the national, regional and international levels.

•Provide a common collective framework for all actors involved.

•Promote partnership and cooperation at all levels.

• Review, evaluate and support existing human rights programs to highlight successful practices and provide an incentive to continue and / or expand them and develop other programs.

In order to achieve these objectives, it is necessary to focus on the roles that can be played by other institutions such as schools, the media, and civil society organizations.

A. The role of schools in integrating human rights with the goals of sustainable development

The right to education is one of the most important goals of SDGs 2030. The total quality education without discrimination in lifelong learning opportunities has contributed to making human rights education an internationally recognized method and promoting human rights at the local, national and global levels.

Schools are widely believed to mirror their communities and contribute in promoting human rights-friendly educational environments. One of the best ways to educate people on human rights; is to make them familiar with living in the culture and tolerance of human rights in their school environment, which plays a very large role in the lives of the majority of children and young people around the world.

Human rights-friendly schools integrate the general principles of human rights with the goals of sustainable development by creating:

-An environment full of equality, dignity, respect, non-discrimination throughout the school.

-A fully participatory democratic approach to school leadership where all members of the school community participate in the decision making processes.

-To enable students, teachers and staff to participate in the real and equal development and application of school policies.

-Participation of students in discussions related to change and development.

- Increased sense of participation and interdependence, which fosters mutual responsibility and local and global solidarity. Thereby enriching rich human rights learning experiences both inside and outside the classroom.

B. The role of media in the integration of human rights and the goals of sustainable development

The media can play a major role in promoting and guaranteeing human rights, especially with respect to marginalized groups, by promoting relevant international treaties, investigating the role of governments and monitoring violations, not only by reporting but by preparing ongoing programs and follow-ups. Human rights education is a factor that works for stability and development of societies.

It is also necessary for the media to highlight their role in applying the laws that already exist and promoting them by communicating their views that creates a safe environment for the society; so that everyone feels that if their rights are violated, there are media outlets that will fight for them.

However, government interference in the work of the media reduces its role and influence. Thus; the media must work on guaranteeing human rights and reducing violations of government policies. Also, the intervention of governments in the work of organizations working in the field of human rights is not useful.

C. The role of civil society in integrating sustainable development and human rights

There is a great role for civil society in achieving development in general and sustainable development in particular as a result of the global transformations and developments witnessed by the global economies. As the concept of development evolves from economic development to sustainable development, which works to balance the environmental aspect on the one hand and the economic and social side on the other. The need for civil society as well as the organizations; is to solve problems and crises and to spread awareness among members of society.

The success of sustainable development requires the environmental management of development projects so that the environmental conservation component of these projects also includes continuous environmental assessment of development projects, environmental awareness, education, training and education, and therefore there is a close link between sustainable development and civil society organizations.

Human rights education and its relationship to sustainable development

Human rights education and associated sustainable development objectives contribute to:

•Promote respect for and appreciation of differences and against discrimination based on race, sex, language, religion, political or other opinion, national, ethnic or social origin, physical and mental status, sexual orientation and other grounds.

•Encourage the analysis of chronic and emerging human rights and related sustainable development goals, including poverty, conflicts and discrimination, in the light of rapid political, social, economic, technological and environmental developments so that responses and solutions can be found in line with human rights standards.

•Enable communities and individuals to effectively identify and demand their human rights needs.

• Enrichment of human rights principles rooted in different cultural contexts and taking account of historical and social developments in each country.

•Strengthen the knowledge and protection mechanisms of human rights instruments at the local, national, regional and international levels and transfer the skills of their use.

•Use participatory systems of education that include knowledge, critical analysis and work skills for the promotion of human rights.

• Encourage the establishment of learning environments where people are secure and encourage participation, enjoyment of human rights and the full development of individuals' personalities.

•Be meaningful in the daily lives of learners so that they are involved in a dialogue on ways and means of transforming human rights from the expression of abstract criteria into their social, economic, cultural and political conditions.

•Education of a comprehensive quality, equal education and promotion of lifespan without discrimination.

•Raising awareness about the risks and side effects of climate change, resulting in global warming, consequent damage to agricultural crops and changes in the marine environment.

• Human rights education aims to raise awareness of the common responsibility of all States and peoples to make the realization of human rights a reality and to prevent the violation of human rights and to reduce long-term conflicts.

Recommendations

States must respect their obligations and fulfill them in respect of the implementation of the principles of the Universal Declaration of Human Rights, the relevant international covenants and other principles of international humanitarian law.

•Integrate human rights education into national frameworks to combat racism and racial discrimination and eradicate hunger and poverty as one of the most important goals of sustainable development.

•The need to harmonize national legislation with international human rights treaties to support the dissemination and promotion of these rights, which has not become realistic without broad media attention through special programs and follow-up, and to develop journalists' skills in working on human rights issues more effectively and in line with the real local communities.

•Allow civil society organizations to play an essential role in achieving environmental and sustainable development. These roles involve civil society organizations in to implement development plans.

• The need to use civil society organizations and associations with a growing experience in the field of environmental protection (as one of the objectives of the 2030 Sustainable Development Plan).

•Establish mechanisms for communication and coordination between international and local organizations representing civil society as well as governments in order to maximize cooperation, access to data and information and exchange of experiences.

• Enhancing the role of free media in disseminating the culture of human rights by removing it from the framework of state control, especially in developing countries, so that it can spread the values of equality and freedom of expression and opinion.